



Newton Bluecoat C of E Primary School



Music progression document

Key Learning Charanga curriculum with our own musical enhancements.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and appraise	<ul style="list-style-type: none">✓ To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.✓ animals or pop stars.	<ul style="list-style-type: none">✓ To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.✓ To learn how songs can tell a story or describe an idea.	<ul style="list-style-type: none">✓ To confidently identify and move to the pulse.✓ To think about what the words of a song mean.✓ To take it in turn to discuss how the song makes them feel.✓ Listen carefully and respectfully to other people's thoughts	<ul style="list-style-type: none">✓ To confidently identify and move to the pulse.✓ To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).✓ Talk about the music and how it makes them feel.✓ Listen carefully and	<ul style="list-style-type: none">✓ To identify and move to the pulse with ease.✓ To think about the message of songs.✓ To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.✓ Listen carefully and	<ul style="list-style-type: none">✓ To identify and move to the pulse with ease.✓ To think about the message of songs.✓ To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.✓ Listen carefully and

			<p>about the music.</p>	<p>respectfully to other people's thoughts about the music.</p> <ul style="list-style-type: none"> ✓ When you talk try to use musical words 	<p>respectfully to other people's thoughts about the music.</p> <ul style="list-style-type: none"> ✓ When you talk try to use musical words. ✓ To talk about the musical dimensions working together in the Unit songs. ✓ Talk about the music and how it makes you feel. 	<p>respectfully to other people's thoughts about the music.</p> <ul style="list-style-type: none"> ✓ Use musical words when talking about the songs. ✓ To talk about the musical dimensions working together in the Unit songs. ✓ Talk about the music and how it makes you feel, using musical language to describe the music.
<p>Singing</p>	<ul style="list-style-type: none"> ✓ Learn about voices, singing notes of different pitches (high and low) ✓ Learn that they can make different types of 	<ul style="list-style-type: none"> ✓ Learn about voices singing notes of different pitches (high and low). ✓ Learn that they can make 	<ul style="list-style-type: none"> ✓ To sing in unison and in simple two-parts. ✓ To demonstrate a good singing posture. 	<ul style="list-style-type: none"> ✓ To sing in unison and in simple two-parts. ✓ To demonstrate a good singing posture. 	<ul style="list-style-type: none"> ✓ To sing in unison and to sing backing vocals ✓ To enjoy exploring singing solo. To listen to the 	<ul style="list-style-type: none"> ✓ To sing in unison and to sing backing vocals. ✓ To demonstrate good singing posture.

	<p>sounds with their voices –</p> <ul style="list-style-type: none"> ✓ you can rap or say words in rhythm. ✓ Learn to start and stop singing when following a leader. 	<p>different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <ul style="list-style-type: none"> ✓ Learn to find a comfortable singing position. ✓ Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> ✓ To follow a leader when singing. ✓ To enjoy exploring singing solo. ✓ To sing with awareness of being 'in tune'. ✓ To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> ✓ To follow a leader when singing. ✓ To enjoy exploring singing solo. ✓ To sing with awareness of being 'in tune'. ✓ To rejoin the song if lost. ✓ To listen to the group when singing. 	<p>group when singing.</p> <ul style="list-style-type: none"> ✓ To demonstrate a good singing posture. ✓ To follow a leader when singing. ✓ To experience rapping and solo singing. ✓ To listen to each other and be aware of how you fit into the group. ✓ To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> ✓ To follow a leader when singing. ✓ To experience rapping and solo singing. ✓ To listen to each other and be aware of how you fit into the group. ✓ To sing with awareness of being 'in tune'.
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<p>Playing</p>	<ul style="list-style-type: none"> ✓ Treat instruments carefully and with respect. ✓ Play a tuned instrumental part with the song they perform. ✓ Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ✓ Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> ✓ Treat instruments carefully and with respect. ✓ Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ✓ Play the part in time with the steady pulse. ✓ Listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> ✓ To treat instruments carefully and with respect. ✓ Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ✓ To rehearse and perform their part within the context of the Unit song. ✓ To listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> ✓ To treat instruments carefully and with respect. ✓ Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ✓ To rehearse and perform their part within the context of the Unit song. ✓ To listen to and follow musical instructions from a leader. ✓ To experience leading the playing by making sure everyone plays 	<ul style="list-style-type: none"> ✓ Play a musical instrument with the correct technique within the context of the Unit song ✓ Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ✓ To rehearse and perform their part within the context of the Unit song. 	<ul style="list-style-type: none"> ✓ Play a musical instrument with the correct technique within the context of the Unit song. ✓ Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ✓ To rehearse and perform their part within the context of the Unit song.
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				in the playing section of the song.	<ul style="list-style-type: none">✓ To listen to and follow musical instructions from a leader.✓ To lead a rehearsal session.	<ul style="list-style-type: none">✓ To listen to and follow musical instructions from a leader.✓ To lead a rehearsal session.
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Improvisation

✓ Use the improvisation tracks provided.

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✓ Improvise using instruments in the context of the song they are learning to perform

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✓ Improvise using instruments in the context of a song to be performed.

✓ Improvise using instruments in the context of a song to be performed.

Composition

<ul style="list-style-type: none">✓ Help to create a simple melody using one, two or three notes.✓ Learn how the notes of the composition can be written down and✓ changed if necessary.	<ul style="list-style-type: none">✓ Help create three simple melodies with the Units using one, three or five different notes.✓ Learn how the notes of the composition can be written down and changed if necessary.	<ul style="list-style-type: none">✓ Help create at least one simple melody using one, three or five different notes.✓ Plan and create a section of music that can be performed within the context of the unit song.✓ Talk about how it was created.✓ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.	<ul style="list-style-type: none">✓ Help create at least one simple melody using one, three or all five different notes.✓ Plan and create a section of music that can be performed within the context of the unit song.✓ Talk about how it was created.✓ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.✓ Record the composition in any way appropriate that recognises	<ul style="list-style-type: none">✓ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.✓ Explain the keynote or home note and the structure of the melody.✓ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.	<ul style="list-style-type: none">✓ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.✓ Explain the keynote or home note and the structure of the melody.✓ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.✓ Record the composition in any way appropriate that
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			✓ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	the connection between sound and symbol (e.g. graphic/pictorial notation).	✓ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	recognises the connection between sound and symbol (e.g. graphic/pictorial).
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<p>Performance</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> ✓ They can add their ideas to the performance . ✓ Record the performance and say how they were feeling about it 	<ul style="list-style-type: none"> ✓ Choose a song they have learnt from the Scheme and perform it. ✓ They can add their ideas to the performance. ✓ Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ✓ To choose what to perform and create a programme. ✓ To communicate the meaning of the words and clearly articulate them. ✓ To talk about the best place to be when performing and how to stand or sit. ✓ To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> ✓ To choose what to perform and create a programme. ✓ Present a musical performance designed to capture the audience. ✓ To communicate the meaning of the words and clearly articulate them. ✓ To talk about the best place to be when performing and how to stand or sit. ✓ To record the performance and say how they were feeling, what they were pleased with what they 	<ul style="list-style-type: none"> ✓ To choose what to perform and create a programme. ✓ To communicate the meaning of the words and clearly articulate them. ✓ To talk about the venue and how to use it to best effect. ✓ To record the performance and compare it to a previous performance . ✓ To discuss and talk musically about it – “What went well?” and “It would 	<ul style="list-style-type: none"> ✓ To choose what to perform and create a programme. ✓ To communicate the meaning of the words and clearly articulate them. ✓ To talk about the venue and how to use it to best effect. ✓ To record the performance and compare it to a previous performance. ✓ To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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				would change and why.	have been even better if...?"	
<p>(topic title & questions)</p> <p>Each Charanga unit of Work is based on a range of styles and genres and musically draws together listening/appraising, composing/improvising and performing skills.</p>	<p>Autumn 1 - Hey you – Old School Hip-Hop</p> <p>Autumn 2- Christmas Nativity</p> <p>Spring 1 - In the Groove- Blues</p> <p>Spring 2 - Round and Round – Bossa Nova</p>	<p>Autumn 1 - Hands, Feet, Heart- Afropop</p> <p>Autumn 2 - Christmas Nativity-</p> <p>Spring 1 - I Wanna Play in a Band! – Rock</p> <p>Spring 2- Zootime- Reggae</p>	<p>Autumn 1 – Learning to play the Ukulele</p> <p>Autumn 2 - Christmas concert/ Nativity</p> <p>Spring 1 - Three Little Birds – Reggae</p> <p>Spring 2 - The Dragon Song</p>	<p>Autumn 1 - Mama- Mia - Pop</p> <p>Autumn 2 - Christmas concert/ Nativity</p> <p>Spring 1- Stop!- Grime</p> <p>Spring 2 - Lean on Me- Gospel</p>	<p>Autumn 1 - Livin' on a Prayer-Rock</p> <p>Autumn 2 - Christmas concert/ Nativity</p> <p>Spring 1- Make you Feel my Love- Pop</p> <p>Spring 2 - The Fresh Prince of</p>	<p>Autumn 1 - Happy</p> <p>Autumn 2 - Christmas concert/Nativity</p> <p>Spring 1- A New Year Carol</p> <p>Spring 2 - You've Got A Friend</p>

<p>Autumn 2- Christmas – KS1- All children from FS/KS1 involved in learning and performing a 30 minute presentation which includes singing, optional instrumental parts, acting, movement and dance. KS2- Cross curricular opportunity to organise, promote, produce, perform and evaluate a 60 minute presentation involving groups and classes</p>	<p>Summer 1- Your Imagination – Pop</p> <p>Summer 2 - Reflect, rewind, replay- The History of Music</p> <p>Recorders to be used in KS1</p>	<p>Summer 1- Friendship song – Pop</p> <p>Summer 2- Reflect, rewind, replay- The History of Music</p> <p>Recorders to be used in KS1</p>	<p>Summer 1 - Bringing Us Together</p> <p>Summer 2 - Reflect, rewind, replay- The History of Music</p> <p>Ask the music man!</p>	<p>Summer 1 - Blackbird- Beatles</p> <p>Summer 2 - Reflect, rewind, replay- The History of Music</p> <p>Glockenpiels to be used in KS2</p>	<p>Bel-air- Old School Hip-Hop</p> <p>Summer 1 - Dancing in the Street- Motown.</p> <p>Summer 2 - Reflect, rewind, replay- The History of Music</p> <p>Glockenpiels to be used in KS2</p>	<p>Summer 1 - Music and Me</p> <p>Summer 2- Samba drums – Ask the music man if we can hire these!</p> <p>Glockenpiels to be used in KS2</p>
<p>Vocabulary</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove,</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/</p>	<p>Structure, Introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar,</p>	<p>Keyboard, electronic guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo,</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown,</p>

	audience, imagination	performance, audience, rap, reggae	organ, backing vocals, hook, riff, melody, pentatonic scale, imagination, disco.	pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.
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Recorders?

Ukulele- Year 3

Ks2 instrument?